UPDATES INCLUDED 9/23/2020

- Test Administration Schedule

This guide includes the following sections:

- Purpose
- Assessment Design
- Reporting Categories
- Test Administration
- Sample Test Items
- Resources
- Appendix A: Answer Key for Sample Items
- Appendix B: Update Log (describes ongoing updates to the guide)

PURPOSE

This document is designed to assist Louisiana educators in understanding the LEAP 2025 English Language Arts (ELA) assessment for grade 6.

Introduction

All students in grades 3–10 will take the LEAP 2025 ELA assessments, which provide

- questions that have been reviewed by Louisiana educators to ensure their alignment to the Louisiana Student Standards and appropriateness for Louisiana students;
- measurement of the full range of student performance, including the performance of high- and low-performing students; and
- information for educators and parents about student readiness in ELA and whether students are "on track" for college and careers.

Goal of English Language Arts

The goal of English Language Arts is for all students—including those who struggle—to read, understand, and express understanding of complex, grade-level texts. To ensure that all students are able to reach the ELA goal, a teacher must help students build the knowledge and skills necessary to become independent readers and writers and support students throughout the instructional process by using a high-quality curriculum that does the following:

- Provides opportunities for all students to meet the grade-level standards through appropriate scaffolds and supports (e.g., Diverse Learners Guide and Supports Flow Chart)
- Provides a coherent set of plans that has students engage with texts and ideas repeatedly throughout a unit to build knowledge and tackle big ideas
- Is organized around high-quality texts and meaningful tasks that build content knowledge (e.g., ELA, social studies, science, and the arts) and help students make connections
- Includes lessons and sections that build on each other to help develop students' knowledge and skills

- Integrates reading, writing, and language instruction that focuses on building understanding of texts so that students can express that understanding in a variety of ways
- Includes lessons that are organized so the writing process begins with development of understanding to ensure students have something meaningful to write about
- Includes a variety of instructional strategies, many of them focused on the importance of discussion in helping students make meaning of a text before they express their understanding in writing
- Offers assessment opportunities that allow teachers to check understanding in a variety of ways and genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s)

ASSESSMENT DESIGN

Approach of the LEAP 2025 ELA Assessments

The LEAP 2025 ELA assessments focus on an integrated approach to reading and writing that reflects instruction in an effective ELA classroom and measures students' understanding of what they read through the following:

- Careful, close reading of complex grade-level literary and informational texts
- A full range of texts from across the disciplines, including science, social studies, and the arts
- Tasks that integrate key ELA skills by asking students to read texts, answer reading and vocabulary questions about the texts, and then write using evidence from what they have read
- Questions worth answering, ordered in a way that builds meaning
- A focus on students citing evidence from texts when answering questions about a specific passage or when writing about a set of related passages
- A focus on words that matter most in texts, are essential to understanding a particular text, and include context that allows a student to determine literal and figurative meanings

LEAP 2025 ELA Test Design

The LEAP 2025 ELA tests have three sessions that consist of tasks and passage sets. Students take two tasks: the Research Simulation Task and **either** the Literary Analysis Task **or** the Narrative Writing Task.

The tasks are described below.

- **Research Simulation Task**: mirrors the research process by presenting three texts on a given topic. Students answer a set of selected-response questions about the texts and then write an extended response about some aspect of the related texts (e.g., how each text presents the topic, point of view or purpose of texts, analysis of argument/claims).
- **Literary Analysis Task**: provides students an opportunity to show their understanding of literature. Students read two literary texts, answer a set of selected-response questions about the texts, and write an extended response that compares and/or explains key ideas or elements in the texts (e.g., contribution of a section to theme, setting, plot; central idea; comparison of themes).
- **Narrative Writing Task**: asks students to read a literary text, answer a set of selected-response questions about the text, and then create a narrative related to the text (e.g., finish the story; retell the story in another narrative form, such as a journal entry). Students should make sure that they create narrative, not expository, responses.

Session 1 consists of either the Literary Analysis Task and a passage set with one text **or** the Research Simulation Task.

Session 2 consists of either the Research Simulation Task **or** the Narrative Writing Task and a passage set with one or two texts.

Session 3, Reading Literary/Informational Texts, consists of passage sets only. The reading selections may include fiction (e.g., short stories, novel and drama excerpts, poems) and nonfiction (e.g., informational texts from across the disciplines of science, history, and the arts). Students will answer only selected-response questions about each text. No writing is included in this session.

> **NOTE: Session 3** will include 2 operational passage sets **and** 1 additional passage set that is being field tested. Each passage set includes one text or a pair of related texts and 4 or 6 questions about the text(s). Only a student's performance on the operational passages will count towards a student's final score. The field-test questions do **not** count towards a student's final score on the test; they provide information that will be used to help develop future test forms.

The table on the next page outlines the two possible designs of the Grade 6 ELA assessment. The first part of the table shows the test design when the Literary Analysis Task is administered, while the second part of the table shows the test design when the Narrative Writing Task is administered.

Grade 6 ELA Test Design—Literary Analysis Task (LAT) Administered				
Test Session	**Focus of Session**	**Number of Passages**	**Session Items/Points**	**Assessable ELA Student Standards (by subcategory)**
1	Literary Analysis Task (LAT) AND Passage Set with one text	3	6 SR and 1 PCR (31 points) 4 SR (8 points)	LAT: RL standards; vocabulary standards RL.4, L.4, and L.5; writing standards W.1–2, 4, 9–10; conventions standards L.1-2, plus language skills from previous grades; Reading Set: RL and RI standards and vocabulary standards RL.4, RI.4, L. 4, and L.5
2	Research Simulation Task (RST)	3	8 SR and 1 PCR (35 points)	RI standards; vocabulary standards RI.4, L.4 and L.5; writing standards W.1–2, 4, 7–10; conventions standards L.1–2, plus language skills from previous grades
3	Reading Literary/Informational Texts	2-3*	10 SR* (20 points)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4 and L.5

OR

Grade 6 ELA Test Design—Narrative Writing Task (NWT) Administered				
Test Session	**Focus of Session**	**Number of Passages**	**Session Items/Points**	**Assessable ELA Student Standards (by subcategory)**
1	Research Simulation Task (RST)	3	8 SR and 1 PCR (35 points)	RI standards; vocabulary standards RI.4, L.4, L.5; writing standards; W.1–2, 4, 7–10; conventions standards L.1–2, plus language skills from previous grades
2	Narrative Writing Task (NWT) AND Passage Set with one text or a pair of related texts	2-3	4 SR and 1 PCR (23 points) 6 SR (12 points)	NWT: RL standards; vocabulary standards RL.4, L.4-5; writing standards W.3-4; conventions standards L.1-2, plus language skills from previous grades; Reading Set: RL and RI standards and vocabulary standards RL.4, RI.4, L. 4, L.5
3	Reading Literary/Informational Texts	2-3*	10 SR* (20 points)	RL and RI standards and vocabulary standards RL.4, RI.4, L.4 and L.5

***The table reflects the operational test only. An additional passage set will also be included for field test purposes; see Session 3 description for more information.**
SR: Selected-Response Items—includes two-part items (EBSR), multiple-select items, and technology-enhanced items
PCR: Prose Constructed Response—requires an extended written response **RL**: Reading Literature; **L**: Language; **W**: Writing; **RI**: Reading Informational Text

REPORTING CATEGORIES

Student performance on the LEAP 2025 ELA assessments will be reported by category and subcategory as outlined in the following table.

Category	Subcategory	Subcategory Description
Reading	Reading Literary Text	Students read and demonstrate comprehension of grade-level fiction, drama, and poetry.
	Reading Informational Text	Students read and demonstrate comprehension of grade-level nonfiction, including texts about history, science, and the arts.
	Reading Vocabulary	Students use context to determine the meaning of words and phrases in grade-level texts.
Writing	Written Expression	Students use details from provided texts to compose well-developed, organized, clear writing.
	Written Knowledge and Use of Language Conventions	Students use the rules of Standard English (grammar, mechanics, and usage) to compose writing.

These reporting categories provide parents and educators valuable information about

- overall student performance, including readiness to continue further studies in English language arts;
- student performance broken down by subcategories, which may help identify when students need additional support or more challenging work in reading and writing; and
- how well schools and school systems are helping students achieve higher expectations.

Achievement-Level Definitions

Achievement-level definitions briefly describe the expectations for student performance at each of Louisiana's five achievement levels:

- **Advanced:** Students performing at this level have **exceeded** college and career readiness expectations and are well prepared for the next level of study in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations and are prepared for the next level of study in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations and may need additional support to be fully prepared for the next level of study in this content area.
- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations and will need much support to be prepared for the next level of study in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations and will need extensive support to be prepared for the next level of study in this content area.

Achievement-Level Descriptors

Achievement Level Descriptors (ALDs) indicate what a typical student at each level should be able to demonstrate based on his or her command of grade-level standards. The Grade 6 ELA ALDs are written for the two assessment categories of Reading and Writing.

TEST ADMINISTRATION

Administration Schedule

In response to the delay of school system openings due to COVID-19, the LEAP 2025 spring testing dates have been rescheduled. The **computer-based testing window opens April 26, 2021, and runs through May 26, 2021**. The school or district test coordinator will communicate each school's testing schedule. All LEAP 2025 tests are **timed**. No additional time is permitted, except for students who have a documented extended time accommodation (e.g., an IEP).

The table below shows the session information for the grade 6 ELA assessment.

LEAP 2025 Grade 6 ELA Assessment		Session Time
Session 1	Literary Analysis Task and a passage set with one text **OR** Research Simulation Task	90 minutes
Session 2	Research Simulation Task **OR** Narrative Writing Task and a passage set with one text or a pair of related texts	90 minutes
Session 3	Reading Literary/Informational Texts	80 minutes

Scheduling Requirements for Computer-Based Testing

Computer-based testing allows school systems some flexibility in scheduling. However, to reduce incidences of testing irregularities, school systems must adhere to the following scheduling and administration practices:

- Testing students in the same grade level across the school at or very close to the same time
- Completing makeup testing for students immediately upon their return
- Limiting student interaction during breaks between test sessions
- Isolating students who have not completed testing for the day (e.g., students with extended time accommodation)
- Preventing interaction between groups of students taking the same tests at different times within a testing day
- Requiring the completion of a session once it is opened (i.e., limiting the reopening of test sessions)
- Taking the sessions within a content area in the correct order (e.g., ELA Session 1 taken before ELA Session 2)

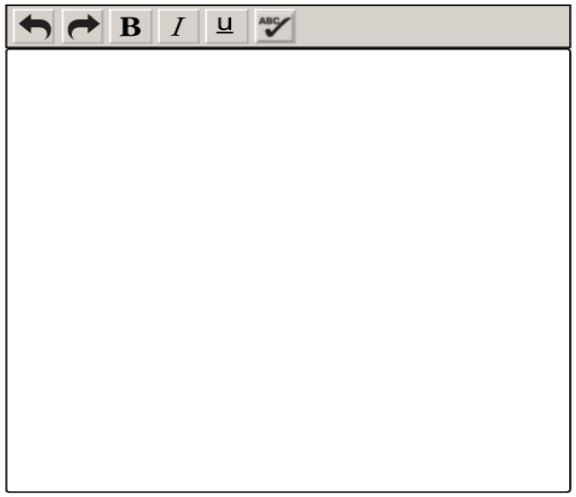
We also recommend

- limiting sessions to no more than three in one day for a student; and
- administering no more than one session that includes an extended-response task or writing prompt (i.e., grades 5-8 Social Studies Session 2, ELA Session 1, and ELA Session 2) in a day to an individual student.

For more information about scheduling and administration policies, refer to the Online Scheduling Guidance document, found in the LDOE Assessment library.

Online Tools

Students will enter their answers into the online testing system. The way each answer is entered depends on the item type. For example, for an EBSR item with one correct answer in each part, a student will click on the circle next to the correct answer in Part A and in Part B. When responding to a PCR, students will type their essays into a response box, like the one shown on the right.



The toolbar at the top of the response box allows students to undo or redo an action; add boldface, italics, or underlining to their response; and check the spelling of words in their response. There is a limit to the number of characters that can be typed into the response box; however, it is set well beyond what a student might produce given the LEAP 2025 essay expectations and time limits. The character count is not included on the response box so students focus on the quality of their essays rather than the amount of writing.

The online tests include the following tools, which allow a student to select answer choices, "mark" items, eliminate answer options, take notes, enlarge the item, and guide the reading of a text or an item line by line. A help tool is also featured to assist students as they use the online system.

- Pointer tool
- Highlighter tool
- Cross-Off tool
- Sticky Note tool
- Magnifying tool
- Line Guide

- Help tool

All students should work through the Online Tools Training (available in INSIGHT or here using the Chrome browser) to practice using the online tools so they are well prepared to navigate the online testing system.

Permitted Testing Materials

Students will be permitted to have school-issued scratch paper only, which can be used to help students prepare their written responses. Students will **not** be allowed to use dictionaries and thesauruses on any part of the test. Because the ELA tests integrate reading and writing, the use of a dictionary or thesaurus would compromise the measurement of many reading standards. For example, a student would be able to look up key vocabulary words or other words essential to measuring a student's understanding of a text. Definitions will be provided as footnotes for words that are important to understanding the text but do not have sufficient context. The scoring of the written responses takes into account the absence of such resources and the time constraints of each task.

For information about accessibility features and accommodations, please refer to the LEAP 2025 Accessibility and Accommodations Manual.

Item Types

The LEAP 2025 ELA assessments include several types of items, as described below. For more information about how to score the different item types, see the LEAP 2025 ELA Practice Test Guidance.

1) **Evidence-Based Selected Response (EBSR)**: This item type consists of two parts; one part asks students to show their understanding of a text and the other part asks students to identify evidence to support that understanding. The EBSR items are worth two points, and students can earn partial credit (1 point).

2) **Multiple Select (MS)**: This item type asks students to choose more than one correct answer and may appear as a one-part question or as part of an EBSR item. Whenever this item type is used, the question always identifies in boldface print the number of correct answers required. The MS items are worth two points, and students can earn partial credit (1 point).

3) **Technology Enhanced (TE)**: This item type uses technology to capture student comprehension of texts. Each TE item is worth two points, and students can earn partial credit (1 point). The Online Tools Training, available in INSIGHT or here using the Chrome browser, will allow students to practice answering TE questions to prepare for the test. For a summary of the different kinds of TE items and where to find examples of each type, refer to LEAP 2025 Technology-Enhanced Item Types.

4) **Prose Constructed Response (PCR)**: This item type appears at the end of each of the two tasks and asks students to create an extended and complete written response. It elicits evidence that students have understood a text or texts they have read and can communicate that understanding well, both in terms of written expression and written knowledge and use of language conventions.

   There are two grade 6 rubrics used to score the PCRs—one to score student responses to the Literary Analysis Task (LAT) and the Research Simulation Task (RST) and one to score student responses to the Narrative Writing Task (NWT). The table that follows summarizes the scoring of the ELA Tasks at grade 6.

Scoring of Grade 6 Tasks						
Task	**Dimensions**	**Score Points by Dimension**	**Weight**	**Points by Dimension**	**Total Points**	**Rubric**
Literary Analysis	Reading Comprehension and Written Expression*	4, 3, 2, 1, or 0	4	16	19	LAT/RST Rubric
	Conventions	3, 2, 1, or 0	1	3		
Research Simulation	Reading Comprehension and Written Expression*	4, 3, 2, 1, or 0	4	16	19	LAT/RST Rubric
	Conventions	3, 2, 1, or 0	1	3		
Narrative Writing	Written Expression	4, 3, 2, 1, or 0	3	12	15	NWT Rubric
	Conventions	3, 2, 1, or 0	1	3		

*When scoring the combined Reading Comprehension and Written Expression dimension, the holistic score (4, 3, 2, 1, 0) is determined, based on which score point best describes that response. That holistic score is multiplied by 4. This means that if a student receives a 2 for Reading Comprehension and Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST or the LAT.

SAMPLE TEST ITEMS

This section includes samples of each item type: an Evidence-Based Selected Response (EBSR), a Technology-Enhanced (TE) item, a Multiple-Select (MS) item, and a Prose Constructed Response (PCR).

Information associated with the sample items (i.e., answer keys/rubric and standards alignment) is located in the Appendix A. Some of the sample items, and the passages associated with them, will also be included in the Online Tools Training, available in INSIGHT or here using the Chrome browser.

Evidence-Based Selected-Response Item

Read the poem "If—." Then answer the questions.

If—

by Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
5 If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;

Part A

What is the theme of the poem "If—"?

(a) Having many friends is key to becoming a powerful leader.

(b) Self-awareness and control are necessary for success.

(c) Explaining one's problems to others leads to growth.

(d) Understanding the motivations of one's enemies is needed for success.

Read the poem "If—." Then answer the questions.

If—

by Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
5 If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;

Part B

What advice does the speaker give that supports the answer to Part A?

(a) Trust yourself, but try to understand why others doubt you.

(b) Do whatever is necessary to be liked by others.

(c) Help others because you might need their help one day.

(d) Confront enemies who are trying to hurt you.

Technology-Enhanced Item

Today you will read two articles about advances in weather forecasting.

Read the article "Father of All Forecasters." Then answer the questions.

Father of All Forecasters

by Charlene Brusso

1 Did you know that the National Weather Service gathers data from across the country to help create local weather reports every day? In fact, its on-line national map (www.weather.gov/view/largemap.php) refreshes itself every five minutes to offer updated watches, warnings, and advisories. Cleveland Abbe would be so proud!

2 Abbe was born in New York City on December 3, 1838. In the summers, he worked on his grandfather's farm outside Windham, Connecticut. Fascinated by nature, he learned how important the weather could be on the farm. Heavy rains might delay planting or drown plants before they could be harvested. Storms could knock crops flat.

3 After studying science and mathematics, Abbe became a teacher. While teaching at the University of Michigan in Ann Arbor, he also studied astronomy. In 1868, he was hired as director of Ohio's Cincinnati Observatory. Abbe knew that atmospheric conditions such as clouds, haze, fog, and rain could affect astronomical observations. He became fascinated with the idea of studying weather in other places to predict what the local weather would be like.

Select the options from the drop-down menus that **best** complete the sentences.

Abbe's studies led him to enter the field of [ ], which is the study of [ ], such as clouds, rain, and wind. His research allowed him to create forecasts based on his [ ] and provide [ ] to areas that were going to have bad weather.

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Read the article "Father of All Forecasters." Then answer the questions.

Father of All Forecasters

by Charlene Brusso

1 Did you know that the National Weather Service gathers data from across the country to help create local weather reports every day? In fact, its on-line national map (www.weather.gov/view/largemap.php) refreshes itself every five minutes to offer updated watches, warnings, and advisories. Cleveland Abbe would be so proud!

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Select the options from the drop-down menus that **best** complete the sentences.

Abbe's studies led him to enter the field of [ ], which is the study of [ ], such as clouds, rain, and wind. His research allowed him to create forecasts based on his [ ] and provide [ ] to areas that were going to have bad weather.

mathematics astronomy meteorology	atmospheric conditions astronomical observations time zones
advisories stations barometers	science probabilities locations

Multiple-Select Item

Refer to the articles "Father of All Forecasters" and "At Your Fingertips." Then answer the question.

Father of All Forecasters

by Charlene Brusso

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Part A

Which claim is shared by the authors of both "Father of All Forecasters" and "At Your Fingertips"?

(a) The National Weather Service improves people's lives.

(b) Scientific research resulted in the U.S. Weather Bureau.

(c) People should thank the National Weather Service for its work.

(d) Abbe should be remembered for his work at the U.S. Weather Bureau.

Refer to the articles "Father of All Forecasters" and "At Your Fingertips." Then answer the question.

Father of All Forecasters

by Charlene Brusso

1 Did you know that the National Weather Service gathers data from across the country to help create local weather reports every day? In fact, its on-line national map (www.weather.gov/view/largemap.php) refreshes itself every five minutes to offer updated watches, warnings, and advisories. Cleveland Abbe would be so proud!

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3 After studying science and mathematics, Abbe became a teacher. While teaching at the University of Michigan in Ann Arbor, he also studied astronomy. In 1868, he was hired as director of Ohio's Cincinnati Observatory. Abbe knew that atmospheric conditions such as clouds, haze, fog, and rain could affect astronomical observations. He became fascinated with the idea of studying weather in other places to predict what the local weather would be like.

Part B

Which **three** sentences from the articles **best** support the answer to Part A?

(a) "Did you know that the National Weather Service gathers data from across the country to help create local weather reports every day?" ("Father of All Forecasters," paragraph 1)

(b) "Abbe knew that atmospheric conditions such as clouds, haze, fog, and rain could affect astronomical observations." ("Father of All Forecasters," paragraph 3)

(c) "Early in 1870, President Ulysses S. Grant signed a bill establishing the Weather Bureau, and Abbe became its chief meteorologist." ("Father of All Forecasters," paragraph 6)

(d) "Every report included information on temperature, wind direction, barometric pressure, and current weather conditions." ("Father of All Forecasters," paragraph 7)

(e) "The NWS Storm Prediction Center forecasts severe weather up to three days in advance and updates information as severe weather approaches." ("At Your Fingertips," paragraph 3)

Prose Constructed-Response Item

Today you will read and think about a passage from the novel titled *Boy's Life* and the fable "Emancipation: A Life Fable." As you read these texts, you will gather information and answer questions about comparing themes and topics so you can write an essay.

Read the passage from the novel titled *Boy's Life*. Then answer the questions.

from *Boy's Life*

by Robert McCammon

1 TICK . . . TICK . . . TICK.

2 In spite of what the calendar says, I have always counted the last day of school as the first day of summer. The sun had grown steadily hotter and hung longer in the sky, the earth had greened and the sky had cleared of all but the fleeciest of clouds, the heat panted for attention like a dog who knows his day is coming, the baseball field had been mowed and white-lined and the swimming pool newly painted and filled, and as our homeroom teacher, Mrs. Selma Neville, intoned about what a good year this had been and how much we'd learned, we students who had passed through the ordeal of final exams sat with one eye fixed to the clock.

You have read the passage from *Boy's Life* and "Emancipation: A Life Fable." Write an essay that identifies a similar theme in each text and compares and contrasts the approaches each text uses to develop this theme. Be sure to support your response with evidence from **both** texts.

RESOURCES

K-12 ELA Resources Library

- Louisiana Student Standards in ELA: provides comprehensive information about interpreting and implementing the standards
- K-12 ELA Planning Resources: provides guidance for planning and implementing quality ELA instruction, which include a variety of instructional strategies
- ELA Guidebooks: presents a whole-class curriculum made by teachers for teachers and focused on real learning grounded in a collection of texts
- Getting Started Resources: includes writing and reading Approach Guides, Learning Tools, and Instructional Strategies
- Instructional Materials Review Rubrics: provides links to rubrics used to evaluate K-12 instructional, assessment, and intervention materials
- English Learner Library: contains a collection of resources for supporting ELs

Assessment Guidance Library

- Assessment Development Educator Review Committees: describes the item development process and the associated committees, includes information on applying for participation

Practice Test Library

- LEAP 2025 Grade 6 ELA Practice Test and Answer Key: helps prepare students for the spring assessments and provides scoring information for teachers
- LEAP 2025 ELA Practice Test Guidance: provides guidance on how teachers might better use the ELA practice tests to support their instructional goals
- Practice Test Quick Start Guide: provides information regarding administration and scoring of the online practice tests

Teacher Leader Library: contains workshop materials from Teacher Leader collaborations and the annual Teacher Summit

Assessment Library

- LEAP 2025 Technology-Enhanced Item Types: provides a summary of the different kinds of technology-enhanced items
- LEAP 2025 Accessibility and Accommodations Manual: provides information about accessibility features and accommodations
- LEAP 360: offers an optional, high-quality non-summative assessment system that includes diagnostic and interim assessments
- Released Items: includes sample student work that teachers can use as models for scoring tasks that are similar to the summative assessment tasks

DRC INSIGHT Portal (eDirect)

- includes access to tutorials, manuals, and user guides

INSIGHT™

- Online Tools Training: allows students to become familiar with the tools available in the online testing platform; access here using the Chrome browser
- LEAP 2025 Grade 6 ELA CBT Practice Test: helps prepare students for the spring assessments

Contact Us

- assessment@la.gov for assessment questions
- classroomsupporttoolbox@la.gov for curriculum and instruction questions
- AskLDOE for other questions
- ldoecommunications@la.gov to subscribe to newsletters; include the newsletter(s) you want to subscribe to in your email

Newsroom: offers archived copies of newsletters including the LDOE Weekly School System Newsletter and the Teacher Leader Newsletter

APPENDIX A

Answer Key/Rubric and Alignment Information for Sample Items

Item Type	Answer Keys/Rubric	Alignment
Evidence-Based Selected-Response Item	Part A: B Part B: A	RL.6.2, RL.6.1
Technology-Enhanced Item	Abbe's studies led him to enter the field of [meteorology], which is the study of [atmospheric conditions], such as clouds, rain, and wind. His research allowed him to create forecasts based on his [probabilities] and provide [advisories] to areas that were going to have bad weather.	RI.6.2, RI.6.4, L.6.4, RI.6.1
Multiple-Select Item	Part A: A Part B: A, D, and E	RI.6.8, RI.6.1
Prose Constructed-Response Item	Literary Analysis Task Rubric	RL.6.2, RL.6.9, RL.6.1; W.6.2, W.6.4, W.6.9; L.6.1, L.6.2

APPENDIX B

Update Log		
Date	**Page(s)**	**Summary**
8/03/20	All	Assessment Guides available for the 2020-2021 school year
9/23/20	6	Updated test administration dates